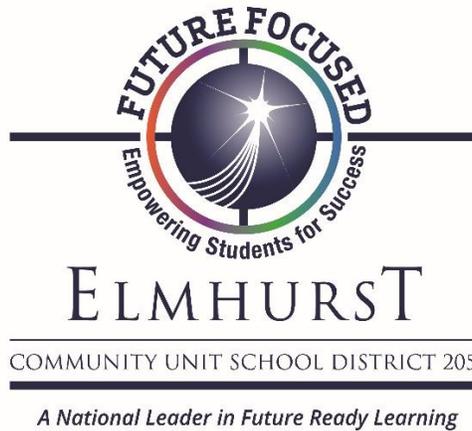


Elmhurst Community Unit District 205 Operational Plan 2019-2022 Abstract



INTRODUCTION

Elmhurst Community Unit School District 205 is committed to being a national leader in future-ready learning. Its vision is to ensure that all students graduate college, career, and life ready. Its mission is to accelerate learning for all students. Four belief statements support this mission:

- **ALL** students must learn and grow
- We accept shared responsibility for *student growth*
- We make decisions based on what is best for *students*
- We are a future-focused community of *learners*

The District has operationalized its vision of college-, career-, and life-readiness to mean that students will exhibit the 6Cs of communication, collaboration, critical thinking, creativity, character, and citizenship. D205's Learning and Teaching priorities address developing curricular resources, strengthening instruction, as well as developing systems to measure progress and success in support of the vision.

History and Development of the Plan

In the spring of 2015, the Elmhurst Community Unit District 205 Board of Education commissioned the District administration to identify community priorities and values and begin the process of developing a plan for the District, which became known as Focus 205. A final report was shared with the Board at the April 11, 2017 meeting. Detailed information, including complete video of the sessions, verbatim and summary feedback of the participants, and the results of the community survey, is available at www.focus205.org.

The Future Focused Phase II of the Community Engagement process began in the fall of 2017 and was focused primarily on facilities. On August 20, 2018, the Board agreed to place a [\\$168.5M referendum](#) on the November 6 ballot. The referendum passed with 62% support of the community. and a three-year Operational Plan was approved at the July, 2019 Board meeting.

IMPLEMENTING LEARNING AND TEACHING PRIORITIES

VISION: CREATE SHARED UNDERSTANDING OF THE DISTRICT'S VISION, STRATEGIES, AND PRIORITIES AND DEVELOP SYSTEMS TO MEASURE SUCCESS IN ATTAINING THE VISION

STANDARDS-BASED REPORTING

Standards-based reporting prioritizes the learning over a letter grade. This type of system requires teachers to be able to identify specifically where students are in relation to mastery of important standards and skills and report that information to parents and students.

SCHOOL IMPROVEMENT PLANS

D205 will continue to work to improve support for the process by which leaders develop their individual school plans and ensure that these plans are consistent with the District's Learning and Teaching Priorities.

SYSTEMS TO SUPPORT DATA USE (DATA WAREHOUSE)

D205 requires a system which can bring together information about students into one place and maintain that information over time in order to support the Learning and Teaching priorities. In 2018-19, D205 began a process to develop such a system, and implementation will begin in 2019-20.

CURRICULUM AND ASSESSMENT: DEVELOP CURRICULUM RESOURCES AND ASSESSMENTS ALIGNED WITH RIGOR/RELEVANCE AND THE 6CS

DEVELOPMENT OF CURRICULAR RESOURCES AND PROGRAMMING IN KEY CONTENT AREAS: SCIENCE, SOCIAL STUDIES, DUAL LANGUAGE, SECONDARY MATH

D205 will continue to review existing resources and programs for coherence and alignment to standards and the 6Cs. The District is working to develop resources that will support implementation of the new State standards in science and social studies. In addition, D205 is working to develop the resources needed to support the new dual language immersion program as it expands from grade to grade. D205 also is reviewing math programming at the secondary level to consider its alignment to state and national standards related to mathematical practices.

CROSS-CUTTING CURRICULAR WORK

The District believes that proficiency in the 6Cs of creativity, critical thinking, collaboration, communication, character and citizenship is the key to ensuring that students graduate college, career, and life-ready. Therefore, these skills must be embedded in the curricular resources that support learning. In addition, to increase support for students' social-emotional well-being, SEL standards will be embedded into the District's curriculum development process.

INTERDISCIPLINARY UNITS

In the fall of 2018, the District was one of 40 districts from across the nation selected to participate in the inaugural *Innovation and Transformational Leadership Network*. D205 has adopted District Management Group's definition of innovation: "Achievement of pattern-breaking performance improvement that can be scaled and sustained." The District determined that interdisciplinary learning was a priority and launched pilots at each grade level span.

In the spring of 2019, the District was selected to participate in Harvard University's *Scaling for Impact* program. This experience supported the District's efforts to properly scale innovation related to interdisciplinary learning and other District priorities.

PROJECT LEAD THE WAY

The mission of [Project Lead the Way](#) (PLTW) is to empower students to thrive in an evolving world. PLTW programs are used in 351 K-12 schools in 173 districts in Illinois. With K-12 programming, the opportunity exists for a wide range of programming options for District 205 students.

In the spring of 2017, the D205 Board of Education authorized the administration to implement a major middle school reorganization that included the addition of PLTW's Gateway program for the 2017-18 school year. York High School has redesigned its curriculum to include career pathways. The Career and Technology Education Department will be adding Engineering offerings beginning with the 2019-20 school year.

Dual Language Immersion

The aim of dual language programs is to develop citizens who are bilingual, biliterate, and have a bicultural perspective. The District added two-way Dual Language Spanish Immersion programming at Fischer Elementary School beginning with the 2018-19 school year.

INSTRUCTIONAL STRATEGIES: SUPPORT THE USE OF RIGOROUS, RELEVANT, AND RESPONSIVE INSTRUCTIONAL STRATEGIES THAT INCORPORATE THE 6CS FOR ALL STUDENTS

WORKSHOP MODELS OF INSTRUCTION

Workshop models of instruction are an instructional approach that describe structures and routines to ensure that individual students receive the support they need. D205 is currently working to implement workshop-type approaches in literacy and math in elementary and middle schools.

INCORPORATING 6CS AND TECHNOLOGY

District leaders believe that focusing instructional practices around the **6Cs** of creativity, critical thinking, communication, collaboration, character and citizenship will result in students graduating college, career and life ready. The International Center for Leadership in Education's [Rigor and Relevance Framework](#) is used as a primary resource to support the 6Cs.

Professional Learning Communities are the basis of school improvement efforts in D205. In this model, teams of teachers focus on student learning data and work collaboratively to improve practice and leverage student growth. The model focuses on three big ideas and four crucial questions. The big ideas are ensuring that students learn, a culture of collaboration, and a focus on results. The four crucial questions are 1) What do we want students to learn? 2) How will we know if they've learned? 3) What will we do if they don't learn? And 4) What will we do if they already know it?

INSTRUCTIONAL ROUNDS

The District practice of instructional rounds, in which teams of administrators visit classrooms and look for evidence of specific practices related to Learning and Teaching and school improvement priorities, helps support professional dialogue about instructional excellence among administrators, ensure consistency of excellence across the District, and assists D205 and building administrators in structuring professional learning experiences that are meaningful for teachers and necessary to achieve specified outcomes in individual school improvement plans.

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS, SYSTEMATIC INTERVENTIONS AND ENRICHMENT)

High quality instruction in the regular classroom setting is the key to improving student achievement. When students are behind, the District has an obligation to implement practices that help move them toward grade level proficiency. When considering interventions, there are five key considerations: Intervention must be provided during the school day and required for all students, started when the gap first appears, aligned to grade level curriculum, in addition to core instruction, and systematic with student progress regularly monitored.

In 2018-19, D205 will begin a process of collecting information about the underlying causes of stress and a process of considering potential supports. Because supporting students' emotional health goes beyond school, parents and community partners must be engaged to discuss a comprehensive approach that includes district-wide actions as well as community-based solutions.

SUPPORTING THE WORK WITH SOUND FINANCES, DECISION-MAKING, STAFFING, & FACILITIES

The District has two primary organizational goals related to finances:

- 1) The District will regularly analyze resource allocation priorities to ensure that they are research-based and support District KPI's, learning and teaching priorities, and the professional learning necessary to build the capacity of personnel to positively influence student growth.
- 2) The District will strive to maintain the highest category of financial strength, Financial Recognition, by the Illinois State Board of Education on its annual School District Financial Profile report. The District will strive to maintain an operating fund balance no less than 26% of operating expenditures in accordance with Board policy, and avoid short-term borrowing to fund operations.

DECISION-MAKING

The District will measure resource allocation to ensure that money is spent efficiently in a manner that most impacts student growth. Effect size research is a meta-analysis of the research and provide a way to compare the size of an impact regardless of the scale used to measure it. A system of program analysis began in 2017-18. The goal is to be able to provide full Academic Return on Investment (AROI) numbers for all programs being studied, beginning with the 2021-22 school year. The District will base much of its decision-making on Academic Return on Investment research and effect size research.

Finances

Nearly 90% of The District's operating revenue comes from local sources. Most of the local revenues are property taxes which make up 83.04% of the operating revenues. The local property taxes are limited by the tax cap to only inflationary (CPI) increases. The 2017 property tax extension was limited to a CPI increase of only 2.1% and the 2018 property tax extension was limited to a CPI increase of only 2.1% increase. The Senate recently passed a property tax freeze beginning in 2022 if voters approve a graduated income tax in 2020 and the State fully funds the Evidence Based Model. If this become a reality, the estimated impact on the District is a loss of approximately \$1M annually.

STAFFING

The majority of the community's investment is in its people. As such, the District will make a concerted effort to invest in building the professional capacity of its employees and to cultivate leadership at all levels of the organization. Approximately 80% of D205's Operating Fund Expenditures go toward salary and benefits.

FACILITIES

Throughout the Focus 205 process, discussion of facility needs in the District occurred in the context of how the facilities support student learning. In March 2016, Wight and Company, the District's architect of record, conducted an [Educational Alignment Study](#) of 13 of the District's 15 buildings. Two objectives were identified for the report:

- 1) The final report must assess and rate those physical characteristics and features related to how they optimize the learning environment for students and instructors and how well they facilitate learning to

support The 6Cs (creativity, critical thinking, communication, collaboration, character, and citizenship); and

- 2) The final report should give an indication of how District facilities support current educational practices and recognized trends that are reshaping educational facilities for the future.

In November of 2018, the community passed a [\\$168.5M referendum](#) to fund the Master Facilities Plan that includes two new elementary schools, safety and security upgrades across the District, increased space to accommodate all-day kindergarten, future ready learning spaces at all schools, basic maintenance and infrastructure needs, and a new auditorium, medical careers lab, and athletic field upgrades at York.

In Fall 2017, the District commissioned an [All-Day Kindergarten Study](#). The District will add seven classrooms at Edison Elementary School in the summer of 2020 and make some minor boundary adjustments to accommodate an all-day kindergarten option at all eight elementary schools. Edison will be used to house Lincoln and Field Students during construction. On May 28, 2019, the Board of Education approved a plan for early implementation on a space available basis beginning with the 2020-21 school year. The District will fully implement All-Day Kindergarten beginning with the 2024-25 school year when new construction and renovations are completed.

FUNDING

The District will issue \$25M worth of bonds in 2020, \$50M in 2021, and \$93.5M in 2023. By issuing bonds in three stages, D205 is able to minimize and level the tax impact on homeowners. On average, taxes on a \$500,000 home will increase \$150 annually through 2043. The [construction process](#) will begin in the spring of 2019 and be completed by the end of the summer in 2025. The District has developed a [10-year maintenance plan](#) to coincide with the new building program. The District has identified an option for a permanent site for the Transition Center and is working with the potential seller to secure the property.

MEASURING SUCCESS

District 205 has identified a number of Key Performance Indicators (KPIs) at each grade level to help track progress in achieving the vision. To the extent possible, KPIs will focus both on overall student performance and growth and that of demographic or other relevant subgroups of students. KPIs are presented to the Board annually each fall.

The District has developed three-year implementation plans for the Key Challenges and Opportunities, Learning and Teaching Priorities, and Finances, Decision-Making, Staffing, and Facilities. Outcomes will be reported to the Board annually and the plan will be updated each year so that there is always a current three-year plan in place to guide the District into the future.